

**Middle School Initiative**

**PART I  
COVER SHEET**

**CAP 3 SEMESTER 1 WEEK 3**

**COURSE:** Doolittle Leadership Laboratory, Achievement 6

**LESSON TITLE:** Duties and Responsibilities, Understanding Human Behavior

**LENGTH OF LESSON:** 50 Minutes

**METHOD:** Informal Lecture - Discussion

**REFERENCE(S):**

1. *Leadership: 2000 and Beyond*, Volume 1, Chapter 6
2. AFPAM 36-2241, *Promotion Fitness Examination Pamphlet*, Volume 1, Chapter 6
3. FM 22-100, *Army Leadership*, Chapter 1

**AUDIO/VISUAL AIDS/HANDOUTS/ACTIVITY MATERIAL(S):**

1. Overhead projector
2. Transparencies

**COGNITIVE OBJECTIVE:** The objective of this lesson is for each cadet to know his or her duties and responsibilities, and become aware of some of the methods of understanding human behavior.

**COGNITIVE SAMPLES OF BEHAVIOR:** Upon completion of this period, each cadet will:

1. Be thoroughly familiar with his or her duties as a Cadet Master Sergeant.
2. Be cognizant of some major facets of human behavior that may affect their leadership capabilities.

**AFFECTIVE OBJECTIVE:** N/A

**AFFECTIVE SAMPLES OF BEHAVIOR:** N/A

**Middle School Initiative****PART II  
TEACHING PLAN****Introduction**

**ATTENTION:** Good afternoon and welcome to the CAP 3 leadership course.

**MOTIVATION:** Each chapter you read in Volume One of *Leadership: 2000 and Beyond*, gives you a snapshot biography of the person for whom the chapter and achievement is named. In this achievement, you will read a little bit about the life of General James Harold Doolittle. What is not stated in the background sketch is that General Doolittle was awarded the Medal of Honor for leading his "Tokyo Raiders" to the mainland of Japan and destroying selected military targets. Because very few of his aircrew members returned to the US after this raid, he felt that he did not deserve the highest of US military decorations and vowed to earn it during the rest of the war. Today, Jimmy Doolittle lies in the hallowed ground of Arlington National Cemetery along with his high school sweetheart, Josephine Daniels Doolittle. Are you ready to earn your Cadet Master Sergeant rank and wear the achievement ribbon named for this fine officer and gentleman?

**OVERVIEW:** During our class today, we will discuss your forthcoming duties and responsibilities as a cadet master sergeant, as well as understanding some facets of human behavior.

**TRANSITION:** General Muir S. Fairchild stated at the opening of the US Air Force Air University, in 1946, that it was a place that taught "sound and true doctrine and basic concepts to guide the development of the air forces of the future." It is our intent to do essentially that for you in this course on military leadership.

**Body**

**MP 1** What does it take to be a senior noncommissioned officer (NCO)? This is a question that has stymied many an NCO over the years. It is a question that should make you think of yourself and others like you that are progressing into those ranks. You are unique in that you have filled many leadership roles in the past two years that would normally have been filled by cadets senior in grade to you. You have been thrust into positions that you should just now be coming aware of, in normal cadet progression. Yes, what does it take to become a senior cadet NCO? Are you thinking about that question?

As a senior cadet NCO, you have many responsibilities and in the absence of a cadet or senior officer take charge of those around you. To be a senior cadet NCO you must be knowledgeable

in all aspects of the cadet program up to your grade level. You will be required to counsel those junior to you, teach academic and drill subjects, be an expert disciplinarian, and assist in conducting moral leadership training. As a senior cadet NCO, you must become a fountain of knowledge to those junior to you. Striving for excellence in all you do is the name of the game.

#### TRANSPARENCY LL6.1.1 - Good Leaders

*"Good leaders are people who have a passion to succeed.... To become successful leaders, we must learn that no matter how good the technology or how shiny the equipment, people-to-people relations get things done in our organizations. People are the assets that determine our success or failure. If you are to be a good leader, you have to cultivate your skills in the arena of personal relations."*

*General Ronald R. Fogleman  
Former Chief of Staff, USAF*

One of you may be selected to be the cadet first sergeant. In the cadet organization, the first sergeant is the cadet commander's "right hand" and may be the key to becoming an effective unit. The first sergeant stands between cadet-enlisted personnel and the cadet commander as a vital link in the chain-of-command. As the cadet first sergeant, you will be working with the unit cadet commander and cadet drill flight sergeants or element leaders to improve the overall discipline, welfare, morale, and health of the cadet corps. All in all, you are responsible in assuring that all cadets are mission capable. As a cadet first sergeant, your standards of conduct and appearance must be beyond reproach.

TRANSITION: To fulfill the myriad duties as a senior NCO/first sergeant, you must understand the various ways in which people react to certain actions of others. This brings us to a major topic of learning - understanding human behavior.

**MP 2** Human behavior "is a puzzlement." What makes us tick? Why do we act like we do? What is the driving force that gives each one of us our personality?

As the highest level of evolution in the animal kingdom, we have developed certain characteristics that are uniquely ours. We learn the basics from our parents, just as the animals do, but I guess we just go somewhat further in our development. The basic animal needs food and shelter to survive. Human beings have developed needs that must be fulfilled in order to satisfy others, and ourselves. If you cannot satisfy these needs, stress starts to build. If our needs continue to be pushed aside and the stress becomes intolerable, you may become defensive in your actions and not deal with the stress in a logical and objective manner.

This section of our lesson will cover some of our defensive mechanisms. Defensive behavior may soften some of our failures, ease our guilt, preserve our internal harmony, and keep us feeling good about ourselves. It has a lot of negative thoughts and questions to think about. Defensive behavior includes:

- **Rationalization.** Do you fool yourself into thinking that your illogical behavior is rational and acceptable? "Early to bed and early to rise makes a man healthy, wealthy, and wise." Do you accept that statement as truthful, or do you contradict it by your actions to the contrary? Come late and stay late - that's okay, isn't it?
- **Repression.** Are you one that denies the fact that you might be overweight? If you are, how do you compensate for that fact?
- **Projection.** Have you ever heard your parents talking about something that they did not want to do at your age, but hope that you would do what they denied themselves from doing? One wanted to be a teacher, but talked himself, or herself, out of it and in some fashion they indicated that they would like you to do what they didn't do.
- **Displacement.** Changing an attitude or action from a negative condition to something that is considered by society to be more acceptable. As an example, going from a minor dope pusher to a door-to-door insurance salesman making more money.
- **Compensation.** The ability to overcome a shortcoming by being better at some other field of endeavor. Not everyone can play basketball, baseball, or football, even though they would like to. Find a way of life in which you can excel.

TRANSITION: We have looked at a lot of negative facets of life; now let's look at the positive needs that we attempt to satisfy.

There is a certain hierarchy of needs in our life that we attempt to satisfy on a fairly regular basis. They are: physiological, safety, belonging, self-esteem, and self-actualizing. These needs were formulated by Abraham Maslow, in the mid 1950s. Although his work in this area is not a proven fact, it gives us a base on which to formulate our thinking.

Maslow's theory is that there are levels of "need" that each individual must attain, or try to attain, in order to feel, or be, successful in life. He felt that people are basically trustworthy, self-protecting, and self-governing. The human species tends towards growth and love. Although there is a continuous cycle of human wars, murder, and deceit, he believed that violence is not what human nature is meant to be like. Violence of any kind can occur when basic human needs are thwarted. For example, if there is only one piece of meat left in the world and there are two of you needing it in order to survive, you just may fight over it to the bitter end, instead of sharing it, and both living a little bit longer.

#### TRANSPARENCY LL6.2 - Physiological Needs

This episode over the meat was a physiological need that was being filled. There are other biological needs that are necessary to sustain life like air, water, rest, physical activity, shelter, and elimination of bodily wastes. If these are not satisfied, we may feel sickness, irritation, pain, or discomfort. Once these needs are satisfied, we may move on to higher psychological needs.

## TRANSPARENCY LL6.3 - Safety Needs

Let's take a look at the first of the higher level of needs - safety. Safety has to do with establishing stability and consistency in a chaotic world. Much of your life revolves around your home life. If a person is in fear of ones safety, he or she may not be able to rise to the next level of need. Safety in our lives requires law and order in all that we do. If we fear for our safety, then we may never rise above this level of need to attain other social needs

## TRANSPARENCY LL6.4 - Love Needs

Belonging and Love are the next level of psychological need that Maslow talks about. Our species desires to belong to a group of some sort. We want to feel loved and accepted by others. By our very nature, we are clannish. Love is generally established between mother and child during pregnancy and after childbirth. The bonding between parent and child is strong at this time.

As we grow up, we make friends with other children, giving a sense of belonging. Since you became a CAP cadet, have you made friends with some of your fellow cadets, and in fact, bonded with them, or have you let yourself become a loner, one without belonging-ness and love?

## TRANSPARENCY LL6.5 - Self-esteem Needs

Next in the structure of needs is self-esteem. Here we encounter two levels, one that has a direct bearing on others and the second one that affects us as an individual. The first level is the respect of others, a need for status, fame, glory, reputation, and even dominance. The second level involves the need for self-respect, including such feelings as confidence, competence, achievement, independence, and freedom. Once this higher level of self-esteem has been reached, it is harder to loose, because you have self-respect.

## TRANSPARENCY LL6.6 - Self-actualizing Needs

Self-actualizing is the highest of the psychological needs. What are your plans for the future? Where do you want to go with your life? What will you be? This is the biggest part of your life that you want to attain; the highest level of your being. Once you have satisfied the previous "needs" you can really work on this one. If you must constantly strive to maintain all of the previous levels, this one may never be attained.

One of the psychologists coming behind Maslow stated that all of these levels could be intermingled. His rational here is that even though you are fighting to maintain the lowest level (physiological), you could also be involved in any of the other levels at the same time. Take a look at your own family and personal life and see if either one of these methodologies is true.

## **Conclusion**

**SUMMARY:** In summation, we have looked at what some of your duties as a senior cadet noncommissioned officer might be, looked at defensive behavioral mechanisms, and tried very hard to define your hierarchy of needs.

**REMOTIVATION:** *"When you succeed, give all the credit to others; when you fail, take all the blame."* Dwight David Eisenhower, General, United States Army

**CLOSURE:** Today's lesson has been a continuation in your development as a leader in the Civil Air Patrol program. In our next session, we will continue with this development by increasing your communication and motivational skills and discussing individual differences.

Read Chapter 6 of your leadership text and start the chapter review exercise as it pertains to today's class. Class is dismissed.

**Middle School Initiative**

**PART III  
LESSON REVIEW**

**LESSON OBJECTIVE(S):** The objective of this lesson was for each cadet to:

1. Understand and know his/her duties as a senior noncommissioned officer.
2. Understand some of the elements of human behavior.

**LESSON QUESTIONS:** Answering the end of chapter review exercise questions will satisfy this part.